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EDUCATION IN MADRAS STATE.

Education plays an important role in the building up of the values and attitudes of mind in the people so essential to enable their participation in a democracy. This apart, education is the prime mover of economic growth. The impact of the democratic set-up came to be felt by the people in India as early as 1937 when popular ministries were set up, and since then there has been a steady expansion of education. But the fact that the system of education has a determining influence on the rate at which economic progress is achieved came to be realized only at the end of the First Five Year Plan. In recent years, therefore, there had been a great deal of re-examination of the pattern of education in Madras State and as a result, a 'Planned Development' of education on a cost-controlled basis, has come to be set in motion with effect from the academic year 1958–59. This pattern has been evolved with a long-range perspective, on the one hand to bring into force free and compulsory education for all children for the first five years of schooling by 1966–67 and on the other hand to correlate all three stages of education, viz., Primary (including Basic), Secondary and Collegiate, in the light of the recommendations of The Secondary Education Commission and the University Education Commission. Thus though, technically Madras is free to develop education along independent lines, an attempt has been made to coordinate it with the framework of the All-India Education Plan, that is gradually emerging.

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In this context it will be of interest to look back upon a few of the historical landmarks of modern education in the State. In 1826, Sir Thomas Monroe constituted a Board to organize a system of public instruction with authority to establish schools both at the district level and at the taluk level, throughout the State. The beginnings of the 'private sector' in education was made

possible in 1855 with the publication of the Grant-in-aid Rules. In 1871, with the constitution of local bodies under the Town Improvement Act and the Local Board Act, initiative was given to local authorities to organize education. By 1911 the demand for education grew to such proportion that the Government decided to subsidise the opening of new elementary schools in villages containing more than 500 inhabitants. Since then the demand has been for providing primary education to all children universally, on a free and compulsory basis. The Madras Elementary Education Act of 1921 attempted to placate this demand by empowering local authorities to levy education tax and also to introduce compulsory enrolment in Standards I to V. This Act enabled Government to gradually withdraw from the direct management of elementary schools, except those meant for children of Scheduled Tribes and Harijans. But the powers for compulsory enrolment were rarely used and a serious attempt was made by Government during 1945–48 to expand compulsory enrolment by introducing a system of supplying free school-meals for poor children. Expansion of the compulsory enrolment was, however, soon given up on the realization that the recurring expenditure was becoming too large. This attempt, however, provided valuable lessons to the State in organizing the expansion of education strictly on a cost-controlled basis. However, just before the introduction of the phased programme for the expansion of primary education, i.e., in March 1957, compulsory enrolment was in force in Madras City and twenty-six other municipal towns as also in 934 rural areas and 300 urban areas in the State. The phased programme in the sphere of elementary education calls for increase in the annual outturn of pupils of normal literacy by completing the first five years of school education, from 10 per 1,000 of the population to 20 per 1,000 and also to reduce the cost of turning out one such normally literate pupil from the present level of Rs. 200 to Rs. 150. This reduction in the unit cost is to be achieved

firstly by eliminating wastage through the compulsory education scheme and by increasing the pupil-teacher ratio.

The phenomenal rate of educational expansion in recent years may be illustrated in a pointed manner by going through the expenditure figures, giving due discount for the fall in the purchasing power of the Rupee. In 1938–39, Madras spent Rs. 2.62 crores on education while in 1950–51, i.e., just before the First Plan, it was to Rs. 10.43 crores. In other words, the annual expenditure on education had quadrupled during the intervening twelve years, and the new tempo of rising expenditure on education had come to stay. In 1951–52 the first year of the First Five-Year Plan, it rose to very nearly Rs. 12 crores recording a jump of about Rs. 1½ crores over the previous year. In the next year the old Madras State was partitioned and Andhra areas were separated, but even so the rate of expenditure continued to grow at the same pace with the result that during the last year of the First Plan, though the population in the State was fewer by 40 per cent than in the year 1951–52, the expenditure was the same, i.e., Rs. 12 crores. Then came the Reorganization of States and though Madras was further reduced in size, provision for an expenditure of Rs. 12.04 crores had been made in 1958–59. It will be of particular significance to take note of the fact that rather more than half the annual expenditure has always been made in behalf of primary education; the expenditure in recent years being Rs. 4.91 crores in 1956–57, Rs. 6.54 crores in 1957–58 and Rs. 6.54 crores in 1958–59. There is no mystery about why the tempo of increase has been accelerating in this manner. This has happened because the people have been insistently knocking at the doors of education; the number of pupils seeking admission at the portals of education has been increasing by about 2 lakhs every year. The system of education in Madras had, therefore, to bear this enormous strain with the

result that while attending to quantitative improvement qualitative improvement could not be given due attention.

The Madras State has accepted the principle that equal access should be provided to the 'first rung of the educational ladder', i.e., education up to the first five standards, in every village and every town in the State, for boys and girls alike, and for rich and poor alike. All elementary schools in the State are treated as mixed schools, i.e., open to boys and girls alike, and no school is recognized unless it comprises all the first five standards. Of the 12,137 towns and villages with a population of 500 and above in the State 11,734 were provided with one or more elementary schools by April 1957 and during the academic year 1958–59, all the remaining such population centres without schools were provided with schools.

Elementary Schools.

There were, in the State, 27,168 institutions for primary education on the eve of the reorganization of the States in November 1956. The number at the end of the year, i.e., April 1957, was 22,881 of which 1,927 were basic schools.

Out of the total of 20,946 elementary schools, 9,190 were accommodated in their own buildings and the rest were in rented or rent-free buildings. The number of school buildings newly constructed during the year was 440.

Pupils.

The total number of pupils under instruction in all primary schools, including Basic schools at the end of April 1957 was 1,756,024 boys and 993,406 girls. The number of pupils under instruction in Classes I to V in all schools was 1,649,279 boys and 957,110 girls

working out to 71.9 per cent for boys and 41.4 per cent for girls on the estimated population in the age group 6–12 and 56.6 per cent on the total.

Wastage.

A scrutiny of the standardwise distribution of pupils shows that in Class IV 213,290 or 44.8 per cent boys and 113,451 or 37.19 per cent of the girls enrolled in Class I were present while attendance in Class V was still lower at 172,820 or 36.3 among boys and 82,605 or 27.6 per cent among girls. This shows up the wastage and only compulsory education can stop it.

Medium of Instruction.

Instruction in all the classes of an elementary school is ordinarily in the regional languages. Pupils whose mother-tongue is different from the Regional language are being given instruction through the medium of the mother-tongue or any language other than the Regional language, provided there is a minimum strength of ten pupils in a standard or thirty pupils for the whole school.

Primary Education Free.

From the school year 1959–60 onwards elementary education is to be free for all in public-managed schools and grants are to be given only to such of the private managed schools which elect not to levy any fees for education up to V Standard. Thus there is freedom for some schools to levy fees at the risk of losing the Government grant. In other words elementary education will be free, but not compulsorily free in Madras State from 1959–60.

Compulsory Education.

Compulsory education in this State is in force in the primary stage in certain select areas. The school-age for which the scheme is applicable comprises the age-group 6–12 for both boys and girls except in the case

of the merged district of Kanyakumari where the scheme is applicable to the children of the age-group 5–10. Prior to 1930, the scheme was largely confined to certain municipalities, and, in some of them, it was applicable to boys only, while, in others, it was made applicable to both boys and girls. Under the post-war development plan, compulsion was introduced in a large number of rural areas, and it was made applicable to both boys and girls. The scheme is in force in Madras City, 26 municipalities, 300 other 'urban' areas and 934 'rural' areas.

In the areas in which the scheme has been introduced 819,562 pupils are under instruction against an estimated 1,050,852 pupils of the 6–12 age group or 77.9 per cent have been enrolled. Notices to the defaulting parents were issued in over 13,000 cases.

The target proposed for additional enrolment of pupils of the age group 6–14 during the Second Five-Year Plan period is 520,425. This, as other targets for the period, has been equally spread over all the five years so as to secure a phased programme. Thus every year 104,085 pupils should be additionally enrolled. To some extent the additional intake would be covered by equalization of the pupil teacher ratio in Elementary Schools. At present the ratio for schools under public management is higher than that for schools under private management. It has been decided to fix for the private schools also the same ratio as obtaining in public-managed schools.

Better Status for teachers.

While planning for educational expansion and improvement, the need for ameliorating the condition of the teachers was not lost sight of. The first important step taken was the introduction of the Provident Fund-*cum*-Insurance-*cum*-Pension Scheme with effect from April 1955. The scheme is to benefit all trained teachers in Elementary Schools under local boards and aided managements and the Secondary and other similar

grades of teachers in Secondary Schools, both under local board and aided managements.

The rules relating to the Pension Scheme for teachers have since been amended to make the scheme applicable to such of the trained teachers who, though having completed their 55th year prior to 1st April 1955 or 1st April 1958, as the case may be, are continued in service after the qualifying date in the same school or in any other school without break. Services put in by such teachers beyond 60 years, however, will not be reckoned for purposes of pension. It may be mentioned in passing that no other State in India has conferred this triple benefit on teachers in aided and local body schools. The second step taken to help teachers was to provide free education throughout the Secondary School course for the children of teachers working in Elementary Schools. As for the teachers working in Secondary Schools, their children get free education during the Middle School course and half-fee concession during the High School course. Another ameliorative measure is the grant of an interim relief of Rs. 12 by way of addition to the pay and dearness allowance of the teachers of Elementary Schools and certain categories of teachers in Secondary Schools; a further enhancement by way of interim relief has since been given with effect from December 1958.

Basic Education.

The number of basic schools in the State after the reorganization of the States was 1,927 and during the first three years of the Second Plan 2,722 schools were converted into basic. There were, in addition, three post-Basic Schools, viz., at Kallupatti and Gandigram (Madurai district) for men and Vedaranyam (Tanjore district East) for women. The number of pupils reading in all Basic Schools was 159,166 boys and 92,976 girls (excluding the strength in pre-Basic classes).

Craft Equipment Stores.

Twelve new craft equipment stores were opened during the year 1956–57. The number of Craft Equipment Stores at the end of the year in the reorganized Madras State was 34. Of these, 24 were attached to the Government Basic Training Schools and ten attached to the offices of the Deputy Inspectors of Schools. Spinning and weaving are the main crafts and gardening the subsidiary craft in Basic Schools. The craft equipment and initial raw materials were supplied free by the Department to all Basic Schools. The schools deposited either the entire finished produce or the value of such products as were sold, together with the unsold craft produce, into the Government Craft Equipment Stores. The required quantity of raw materials was also issued from the same store in exchange for part of the craft produce delivered at the store, the value of the balance being credited to the funds of the Government which supplied the original equipment and raw material. During the year, the Government made arrangements with the Rural Development Department to dispose of the yarn that could not be woven in Basic Training Schools and the cloth that could not be disposed of, through the institutions. The income from crafts during the year in Basic Schools was Rs. 36,631 and in Basic Training Schools Rs. 87,238.

Literature for Basic Schools.

As a part of the scheme of printing 12,000 copies of each of 50 reading books for Basic Schools to be supplied free to all Basic Schools in the State, six books were printed during the year.

Expenditure.

The total expenditure on the Post-Basic Schools (Direct charges) was Rs. 52,362. The total expenditure (Direct charges) on Basic Schools (Senior and Junior

Basic) excluding Post-Basic Schools from all sources was Rs. 68,36,840. The expenditure sourcewise and the percentage of expenditure to the total expenditure were as detailed below:—

	Expenditure.	Percentage.
	RS.	RS.
Government Funds	51,31,328	75·1
Local Body Funds	13,51,632	19·8
Fees	260‘35	0·4
Other sources	3,27,845	4·7
	68,36.840	100·0

The cost per pupil in Basic Schools was Rs. 27.0 on the average.

The duration of the Basic Education course is now fixed as eight years. The academic content of the 8-year course is no longer intended to reach the Matriculation level. It is recognized that a further course of three years (called the Post-Basic Course) would be necessary in order to attain that level. It is also recognized that Basic Education cannot be self-sufficient, or indeed less costly to any significant extent than the conventional type of elementary education. The principal differences between Basic Education and the conventional courses of Elementary Education are summarised below:—

(i) The development of character and citizenship training are much more systematically provided for in the organization and methods of work of the Basic Education. The school functions as a co-operative community and the pupils take part in rendering service to the school community. Such activities are practically non-existent in the conventional Elementary Schools.

(ii) The distinctive method of ‘correlated teaching’ is employed in Basic Schools. The method is specially adapted to children. It arouses curiosity, develops

mental alertness and the habit of original thinking. The pupil is not so much taught as helped to learn.

(iii) Basic School training in a basic craft is something more than the creation of a vocational bias. It is serious pre-vocational preparation. It is designed to achieve the proficiency necessary for self-employment in the chosen craft. Much more time is devoted to this purpose than in the ordinary Elementary Schools. This time is not wholly diverted from academic education, since productive craft work (like other activities) serves also as the basis of correlated teaching.

The qualitative superiority claimed for Basic Education over conventional Elementary Education arises out of these three distinctive features of Basic Education.

Secondary Education.

Secondary Schools may have all or any of the classes in the primary stage, or they have classes from Form I only. At the end of the VI Form course, the students take the S.S.L.C. Public Examination conducted by the Commissioner for Government Examinations. Schools are classified either as boys' schools or as girls' schools. Boys above the age of 12 are not admitted into girls' schools, and in no case are they permitted to study in the upper forms of any girls' schools. Girls may be admitted into boys' schools, in areas where there are no girls' schools, but the management should make adequate arrangements for the conveniences necessary for them, and where there is an appreciable enrolment of girls, they should appoint, wherever possible, women teachers. The matriculation schools send up candidates for the Matriculation Examination conducted by the Madras University. The number of Secondary Schools at the end of March 1958 was 1,109 with 939 for boys and 170 for girls. When we are planning for vast and rapid scientific and industrial advancement, it is but just that

we should also ensure that more and more students continue their education till they complete their Secondary School course. Improvement in the enrolment of the age-group 14 to 17 has, therefore, been introduced as a new scheme during the Second Plan period. The target is to secure an additional enrolment of 18,000 progressively in the first three years. To this end 370 additional sections in higher forms were opened during 1956–57 and 1957–58 academic years.

Scholars.

The total number of scholars under instruction in all types of Secondary Schools at the end of March 1957 was 396,528 boys and 143,364 girls.

Medium of Instruction.

Instruction in all the classes of 'Indian' Secondary School is ordinarily in the regional language. Pupils whose mother-tongue is different from the regional language may be given instruction through the medium of their mother-tongue or any language other than the regional language, provided there is a minimum strength of 45 such pupils in the three forms in the respective stages, viz., Forms I to III and IV to VI. Special permission was accorded on a temporary basis in select cases to have the English medium in one or more sections of each form or for only one subject. A large number of fee concessions have been made available. In addition, with effect from the school year 1955–56, all children of parents or guardians whose annual gross income from all sources does not exceed Rs. 1,200 were exempted from the payment of school fees up to and including Form III.

The number of teachers in "Indian" Secondary Schools were 21,801 of whom only 2,633 were untrained teachers. There were in all 4,531 women teachers in the

schools. The percentage of trained teachers to the total number worked out to 87.1 for men and 91.0 for women.

The total expenditure on Secondary Education (Direct charges) during the year from all sources was Rs. 3,89,33,779. The expenditure, source-wise, and the percentage of expenditure to the total were as detailed below:—

	Boys' schools.	Girls' schools.
	RS.	RS.
Government Funds	1,32,51,143	27,88,568
Local Body Funds	52,28,559	3,25,203
Fees	1,0876,562	26,03,045
Other sources	28,78,154	9,82,545
	3,22,34,418	66,99,361

The expenditure per head was Rs. 70.9 in boys' schools and Rs. 76.2 in girls' schools.

Reorganisation.

The system of school education in this State has been reorganized in 1958 with the premise that the duration of the entire school system in this State should be of 11 years consisting of two units : (1) an integrated Elementary course of 7 years, (2) a Higher Secondary course of 4 years. The integrated Elementary course of 7 years is the same as the existing 8-year Elementary course both in content and in the level of attainment.

The Higher Secondary courses will be of two types, (1) academic course and (2) diversified courses, to cater to different aptitudes. The courses provided under the diversified courses are Engineering, Textile Technology, Agriculture, Secretarial course, Home Science, Drawing and Painting and Music.

The number of working days has been increased from 180 to 200 days in the school year so as to facilitate the attainment of a higher standard during every year at every stage. All languages have been grouped under one head with three parts, Part I—Regional Language —Part II—Hindi or any other Indian language not included in Part I—Part III—English or any other non-Indian language. Languages under Part II will be taught only from standards VIII to XI. English will be taught from Standard V onwards.

These recommendations form the basis of programmes adopted by the Centre and the States for the Second Five-Year Plan. A sound system of secondary education, which offers openings in a large number of different directions is an essential foundation for economic development on modern lines. Programmes in the Second Five-Year Plan require for their implementation large numbers of skilled workers, technicians and specialists with a background of elementary or secondary education followed by technical and vocational training in specific vocation. Thus, the requirements of teachers, workers in National Extension and Community Project areas, co-operative personnel, revenue administrators, technical and supervisory personnel in industry, agriculture and other fields of development have to be met mainly from the age-group 14–17 years. In this group there is at present considerable wastage and misdirection as may be seen from the fact that over 50 per cent or more of the students who take matriculation or equivalent examinations fail to qualify. It is common ground that at the secondary stage of education, there should be increasing diversification of courses, so that students could be guided and directed to secure training in courses according to their aptitudes and capacities. This object is proposed to be attained through introduction of crafts and diversified courses, better facilities for science teaching, establishment of multipurpose schools and junior technical schools as well

as upgrading of the high schools to higher secondary schools.

Collegiate Education.

Since 1946–47 there has been considerable expansion of the facilities for Collegiate Education in this State as may be seen from the following statistics :—

	Number of colleges.	*Number of students.*
Colleges for men—		
31st March 1947	19	15,429
31st March 1957	39	32,516
Colleges for women—		
31st March 1947	5	1,236
31st March 1957	15	5,197

Since April 1957 two more colleges—one for men and the other for women—have been opened. The significant developments during the recent years in the field of Collegiate Education are —

(*a*) The advanced study of regional languages, for which no adequate provision was made prior to the advent of Independence, received great fillip during the decade. Provision was made in the Presidency College, Madras, for the study of Tamil, Telugu, Malayalam and Kannada in Honours and Post-Graduate Courses.

(*b*) The proportion of Government aid to aided colleges was increased from one-half to two-thirds of the approved net cost with effect from 1st April 1950.

(*c*) In pursuance of the recommendations of the University Education Commission and the Secondary Education Commission, Collegiate Education in the State has been reorganized. The Pre-University and the three-year degree courses have come into existence from 1956–57 and 1957–58 respectively.

(*d*) It has been decided to increase the number of working days of colleges from 150 to 180.

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Medium of Instructions in Colleges.

College education for the Arts degree course will be imparted with Tamil as the medium of instruction from the year 1963–64. This change-over will be compulsory in all Government colleges; private colleges are free to continue to provide instruction for the B.A. degree course in English medium but no grant will be paid by Government in respect of the cost of such courses. The study of English as a subject will, however, continue in the Tamil medium B.A. course and the standard of proficiency will be similar to Part I of the reorganized B.Sc. degree course. Measures for the preparation of Text Books and lecture manuals for use in this B.A. course and generally for college education have been taken in hand.

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Technical Education.

In the sphere of higher education perhaps the most noteworthy feature is the provision made in the plan for the development of Engineering and Technological studies. Two Engineering Colleges under private management were opened during the First Plan period. In 1955–56 the Post-Graduate course in Public Health Engineering was started in Guindy. During the Second Plan, three Post-Graduate courses, viz., Hydraulics and Dam Construction, Structural Engineering and Electrical Machine Design have also been started in that College. The annual intake of the College of Engineering at Guindy has been doubled from 1957–58, the number of seats having been increased from 125 to 250, excluding 25 seats intended for the Mining Engineering Course. In the Coimbatore College, provision has been made for the admission of an increased number of students for the under-Graduate courses. Two Engineering Colleges, one at Madurai and the other at Coimbatore, have been opened during the Second Plan period.

Teacher Training.

With the increase in the number of Primary and Secondary schools, the necessity for opening more training schools and colleges was keenly felt. New training schools and training colleges were, therefore, opened. The number of training schools increased from 71 in 1946–47 to 133 in 1957–58. The number of trainees also increased from 7,122 to 16,198 during that period. The number of training colleges which was 4 (2 for men and 2 for women) in 1946–47, rose to 14 (11 for men and 3 for women) by 1956–57. One more training college for women was opened during 1957–58. The training capacity of these colleges is about 1,250.

Basic Training Instruction.

Another event worthy of note is the opening of a Government Basic Training College for the training of Graduate teachers in Basic Education at Orathanad in Tanjore district in 1957–58. This is the first college of its kind in the State.

To cope with the demand for more Basic Trained teachers consequent on the conversion of Elementary Schools into Basic, the non-Basic Training Schools are progressively converted into Basic Training Schools and retraining in the theory and practice of Basic Education is given to an increased number of teachers.

Provision for Training Physical Education Teachers.

There was only one institution (the Y.M.C.A. College of Physical Education) in this State till 1955–56 for the training of Physical Education teachers. On account of the phenomenal increase in the number of Secondary Schools, this institution could not meet adequately the demand for more Physical Education teachers. Two more Physical Training Colleges, with a total capacity turn-out 200 Physical Education teachers annually, were therefore opened in 1956–57.

Social Education.

Expansion of Elementary Education cannot alone solve the problem of illiteracy in the State. Measures are also necessary to make illiterate adults, literate. This fact was recognized as early as 1948 and the Government set about the uphill task of spreading literacy among adults. Adult Literacy schools were opened. To train teachers in the special methods of teaching adults, special training schools were started and teachers were trained for six weeks in adult literacy methods. With a view to ensure the fullest return for the efforts in this direction, the running of Adult Literacy schools is at present confined only to National Extension Service areas and Community Development areas where constant supervision and guidance would be available in running these institutions and, as such, the climate will be most suitable. There are at present 1,508 Adult Literacy schools with 43,000 scholars attending them. More Adult Literacy schools will be opened in the Development Blocks year after year under the Second Five-Year Plan.

Literature for Neo-Literates.

Adults who learn to read and write will lapse into illiteracy if they do not continue to read and enlarge their knowledge. But the main handicap was the lack of books suited to the taste and level of attainments of neo-literate adults. Two literacy workshops were conducted in 1955 and 1957 at Peelamedu and Tirukkalukundram respectively for training authors in the technique of producing literature for neo-literate adults. Twenty writers were trained in each of the Literacy Workshops. A large number of folders, booklets and books were produced in these workshops. Out of the material produced in the Literacy Workshop at Peelamedu, 41 manuscripts were selected and published. These publications have been very attractively got up. The contents are of gripping interest, not only to neo-literate adults, but also to school children. They have

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been well received by the public. Steps are being taken to bring out more such books.

National Cadet Corps and Auxiliary Cadet Corps.

Junior National Cadet Corps Units were started in Secondary schools in 1949. There are at present 217 troops in 174 schools (185 Army Wing, 12 Naval Wing and 20 Air Wing). Thirty-one Junior N.C.C. Troops exist in 29 Girls' schools.

National Cadet Corps Units are functioning in all the colleges for boys at present. National Cadet Corps Units have also been organized in ten colleges for girls.

There are 1,370 A.C.C. Groups in 658 schools—60[illegible] Boys' schools and 54 Girls' schools.

Library service.

Madras was the first State in India to have a Public Libraries' Act. The provisions of the Act came into force from 1st April 1950. The first batch of Local Library Authorities was constituted in 1950–51. As the movement was at its initial stages no appreciable progress was made during the first three years. The progress made during the subsequent period is heartening. District Central Libraries were opened in all the districts. Branch libraries and delivery stations were also opened. At present there are 251 branch libraries and 349 delivery stations. In the Coimbatore district, a Mobile Library van is also functioning. More branch libraries and delivery stations will be opened in each district during the Second Plan period.

Supply of Meals.

The supply of free school meals was first begun in this State in 1945 and was tried till 1948 to stimulate compulsory enrolment for primary education. In July 1956 this system was re-introduced by fostering the initiative of charitable-minded local people and since then it has developed entirely as a voluntary people's movement in towns and villages.

Government have issued precise and detailed rules for the working of the school-meals scheme from 1st November 1957. This scheme aims at securing the co-operation and active participation of the local public and its day-to-day operation is left to a people's committee. It is to be kept going by the voluntary contribution of the public at the rate of 4 nP. per meal per pupil together with such aid as is given by Government. The Government aid is given at the rate of the amount equal to that by which actual expenditure exceeds the public contribution of 4 nP. per meal per pupil subject to a ceiling of 6 nP. per meal per pupil.

The working of the scheme is a test of the social consciousness of the people. If the scheme fails in any locality, it would fail not because Government support is lacking, but because the degree of social consciousness of the local public is not yet fully developed. Thus it is a test not for Government but for the people. There are no doubt sceptics who would say that the scheme would fail because the previous scheme introduced over a decade back was not much of a success. This will not happen as human attitudes have changed over the last decade and the social consciousness of the people now is not what it was 12 or 15 years ago when there was a foreign administration.

Judging from the large measure of public support it has attracted, this scheme bids fair to stay as an important feature of primary education in this State. In fact the cost of school meals is now reckoned as part of the cost of primary education and funds allotted accordingly. Madras State has reason to be proud of this scheme—the first State in the country to attempt such a scheme in a planned and organized manner.

Pilot Projects.

Another significant step in securing public co-operation for the benefit of schools was launched in February and March 1958 in Chingleput district. At the instance

of the Director of Public Instruction, a special one-day conference of all the Elementary School teachers in a particular Block Development area is convened to concert measures for the development of the schools in the area with voluntary contributions from the public. The conferences are attended by Correspondents of schools, the Block Development Officers and their extension staff and the local people including the members of the Legislature. As a preliminary to the conference, an exhaustive survey of each school in the blocks would have been made and the needs of each school assessed. The purpose of the conference is to put into operation the idea of 'People's plan worked under Government guidance' and to enlist the support of the local public in implementing measures for the fulfilment of the various needs of the schools. In spite of the novelty of the step, the public of the block areas came forward to contribute their mite for the purpose. Most of the schools in each of the blocks were found to be deficient in one thing or other, viz., accommodation, sanitary convenience, furniture, garden space, books, teaching aids, etc. Each school was asked to take the working of any project which was well within the capacity of the people and in this way the public was made "school conscious". At the conference books and slates, dresses, utensils, time-piece, teaching aids, etc., gifted by the villagers are distributed to the schools concerned. Such conferences also help to arrive at quick decisions on the utilization of funds provided for educational purposes in these blocks. This new experiment in enlisting public co-operation which has proved so successful and full of potentialities is commendable not so much for the momentary contribution secured as for the social spirit kindled in the people. Wherever followed in the right spirit, it would promote initiative among the local people and secure their active participation in local development schemes and community-welfare measures.

Statistical data on the progress of Education in Madras State.

(1)	Before the first Plan 1950–51. (2)	End of first Plan 1955–56. (3)	First year of the Second Plan 1956–57 (4)
1. *Elementary Schools*	15,800	19,644	20,946
Boys	12,221,508	1,462,236	1,595,920
Girls	6,07,705	7,94,648	8,99,610
Male Teachers	42,919	47,550	50,988
Female Teachers ..	17,096	22,539	24,342
2. *Basic Schools*	237	1,886	1,927
Boys	16,228	150,134	159,166
Girls	7,500	88,044	92,976
Male Teachers	1,250	7,601	5,577
Female Teachers ..	259	3,613	2,757
3. *High Schools*	637	814	1,030
Boys	2,68,990	3,36,555	337,240
Girls	64,564	100,211	1,35,876
Male Teachers	10,694	14,055	16,337
Female Teachers ..	2,257	3,312	4,069

(1)	Before the first Plan 1950–51. (2)	End of first Plan 1955–56. (3)	First year of the Second Plan 1956–57. (4)
4. *Men's Arts Colleges*	27	36	42
Womens Arts Colleges ..	9	15	15
Men Students	21,300	31,490	34,905
Women Students ..	3,186	5,408	6,099
5. *Medical Colleges*	4	5	5
(Including College of Integrated Medicine)			
Men Students	2,280	3,238	3,202
Women Students ..	670	679	648
6. *Engineering Colleges*	5	5	6
(Including institutes of Technology)			
Men Students	1,658	2,286	2,606
Women Students	4	..	1
7. *Veterinary College*	1	1	1
Men Students	347	341	491
Women Students ...	5	3	5

8. *Agricultural College*	1	1	1
Men Students	222	338	405
Women Students ..	3	8	11
9. *Forest College*	1	1	1
Men Students	109	98	139
Women Students ..	..	..	..
10. *Law College*	1	1	1
Men Students	759	1,239	1,177
Women Students ..	12	19	31
11. *Teachers' Training Colleges* ..	7	13	15
Men Students	326	809	918
Women Students ..	143	186	259
12. *Colleges of Physical Education*	1	1	2
Men Students	278	330	447
Women Students ..	44	84	100
13. *Teachers' Training Schools* ..	58	66	57
Men Students	4,044	4,037	3,611
Women Students ..	3,713	4,079	3,774

(1)	Before the first Plan 1950–51. (2)	End of first Plan 1955–56. (3)	First year of the Second Plan 1956–57, (4)
14. *Teachers' Basic Training* ..	26	67	81
Men Students	1,538	4,620	7,302
Women Students ..	765	1,740	2,990
15. *Poly Technics*	7	8	9
Men Students	2,910	3,859	4,168
Women Students ..	..	5	1
16. *Industrial Training Institutes*	30	31	52
Men Students	1,691	2,175	3,668
Women Students ..	42	132	282
17. *Adult Education Institutions*	459	1,135	1,550
Men	11,867	30,026	37,897
Women	452	3,120	8,346